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ABSTRACT

This text, one of two on the instruction of students with visual impairments, focuses on instructional strategies. The following 21 chapters are included: (1) "Creating and Nurturing Effective Educational Teams" (Irene Topor and others); (2) "Comprehensive Assessment" (Toni Heinze); (3) "Ongoing Assessments: Informal Techniques" (Carol Layton); (4) "Specialized Assessments for Students with Visual Impairments" (Alan Koenig and others); (5) "Basic Techniques for Modifying Instruction" (M. Cay Holbrook and Alan Koenig); (6) "Planning Instruction in Unique Skills" (Alan Koenig and M. Cay Holbrook); (7) "Early Childhood" (Virginia Bishop); (8) "Literacy Skills" (Alan Koenig and M. Cay Holbrook); (9) "Social Studies and Science" (David Ross and Margaret Robinson); (10) "Mathematics" (Gaylen Kapperman and others); (11) "Arts Education" (Donna McNear); (12) "Physical Education and Health" (Carol Farrenkopf and Duncan McGregor); (13) "Visual Efficiency" (Anne Corn and others); (14) "Assistive Technology" (Gaylen Kapperman and Jodi Sticken); (15) "Orientation and Mobility" (Nora Griffin-Shirley and others); (16) "Independent Living Skills" (Pat Kelley and Pat Smith); (17) "Social Skills" (Sharon Sacks and Rosanne Silberman); (18) "Recreation and Leisure Skills" (Duncan McGregor and Carol Farrenkopf); (19) "Career Education" (Caren Wolffe); (20) "Students with Visual Impairments and Additional Disabilities" (Jane Erin); and (21) "Presenting Information to the General Public" (M. Cay Holbrook and others). Six appendices include: federal policy guidelines on educating blind and visually impaired students; "The Core Curriculum for Blind and Visually Impaired Students, Including Those with Additional Disabilities" (Philip Hatlen); "The Role and Function of the Teacher of Students with Visual Handicaps" (Susan Spungin and Kay Ferrell); "Expansion of the Role of the Teacher of Students with Visual Impairments: Providing for Students Who Also Have Severe/Multiple Disabilities" (Rosanne Silberman and Sharon Sacks); standards for entry into professional practice; and a statement of knowledge and skills for all beginning special education teachers of students with visual impairments. A glossary and lists of key

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readings, resources, and sources is attached. (Individual chapters contain references.) (DB)

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